DOCUMENT RESUME

ED 201 431 RC 012 651

AUTHOR Whyte, Kenn
TITLE The Organizational Model for the Saskatchewan Urban Native Teacher Education Program (SUNTEP).
PUB DATE 15 Apr 81
NOTE 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, Ca, April 15, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *American Indian Education; American Indians; American Indian Studies; *Canada Natives; Community Influence; Community Involvement; *Cross Cultural Training; Cultural Awareness; Cultural Education; Educational Cooperation; Eskimos; *Field Experience Programs; Government School Relationship; *Higher Education; Institutional Cooperation; Intercultural Programs; Student Teachers; *Teacher Education Programs
IDENTIFIERS Canada; Metis (People); *Saskatchewan Urban Native Teacher Education Prog

ABSTRACT

Designed to train Canadian Natives as professional educators and models for Native students in urban schools, the Saskatchewan Urban Native Teacher Education Program (SUNTEP), initiated by the Association of Metis and Non-status Indians of Saskatchewan and offered by the Gabriel Dumont Institute, incorporates two basic objectives: to assist Native people in reestablishing historical and cultural roots so they can develop a positive image of themselves and to improve relationships between Native and non-Native peoples by fostering an appreciation of the role of Native culture in the Canadian mosaic. Funded by the Provincial Government and cooperatively managed by the SUNTEP Management Committee (with input from Native people, universities, school systems, and government), the four-year B.Ed. program includes Native studies courses, cross-cultural education courses, language training and development, field-based activities, orientation in skill development of English and mathematics, and course offerings from educational curriculum, and educational psychology and foundations. Two SUNTEP Centres were in operation in 1980-1981: Regina (15 students) and Saskatoon (12 students). Stringent recruitment and academic standards conform to or exceed those of teacher education programs in Canadian universities, and acceptance by students, universities, school systems, and government suggests continued support and success of the program. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201431

MAY 1981
ERIC / CRESS
RECEIVED

THE ORGANIZATIONAL MODEL

FOR THE

SASKATCHEWAN URBAN NATIVE TEACHER EDUCATION PROGRAM

(SUNTEP)

To be Presented at

American Educational Research Association

Annual Meeting - April 15th, 1981

Los Angeles, California

by

Dr. Kenn Whyte

RC012651

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kenneth J. Whyte
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Dr. Kenn Whyte, Director
Gabriel Dumont Institute of Native Studies & Applied Research
March 1981

TITLE:

The Organizational Model for the Saskatchewan Urban Native Teacher Education Program.

AUTHOR:

Dr. Kenneth J. Whyte, Director of the Gabriel Dumont Institute of Native Studies & Applied Research

The Saskatchewan Urban Native Teacher Education Program officially came into being in the spring of 1980. This program is an Affirmative Action Program (with approval from the Human Rights Commission of Saskatchewan) which is designed to serve the Non-Status and Metis people of this Province by training their people to be fully certified teachers within the Province. This paper or presentation proposed to outline the unique governance structure, as it differs in varying ways from all other similar Native Education Programs in Canada of which the author is aware.

Included in this segment will be a brief discussion of the background and steps leading to the establishment of this particular structure. The paper will also address itself to other 'unique' aspects of its structure, program, and on-going operation. In addition, it will deal with student recruitment which will focus on student access, selection procedures, control of entry, etc. Lastly, the paper proposes to focus on the attitudes towards the program by the various groups involved or effected by this program.

The research for this paper will be mainly based on information gathered through interviews and participant observation.

The research among other things, will add to the small but growing body of knowledge on the subject of "Teacher Training" of Native North Americans. There is a growing realization that there is no "one best way" of teaching Native people to be teachers and this paper hopes to focus on another "experiment" in this field and shed further light on the topic.

BACKGROUND TO THE GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH:

My name is Kenn Whyte and I am one representative of the approximately 85,000 Metis and Non-status Indians in the Province of Saskatchewan. Most of the Metis or "halfbreeds" are the descendants of the union between the French, English and Scottish fur traders and Indian women of the tribes in Northwestern Canada. The Metis played the major role in the only economic enterprise in Western Canada for 200 years--the fur trade. In doing this, they led the way in the exploration of Western Canada. By 1850, they had gained the prominent position in Western Canada and referred to themselves as a Nation--the Metis Nation. The Metis, under the leadership of Louis Riel, established a provisional government in 1869 which negotiated Manitoba's entry into Confederation on terms originally designed to protect the political, cultural and economic rights of the Metis. Unfortunately, the Federal Government did not honour most of these terms and this led shortly to a loss of the Metis lands to speculators and a brutal disregard of Metis language and civil rights.

During the 1870's, many of the Metis moved further west into Saskatchewan and Northern Alberta. In Saskatchewan during 1885, the Metis under the leadership of Louis Riel, along with the military leadership of Gabriel Dumont, again made a stand for their rights. By that time they were a beaten "nation" and put up a determined, but brief struggle.

After being beaten twice, once in 1870 in Manitoba and in 1885 in Saskatchewan, and with no constitutional guarantees for

their rights, the Metis were pushed far into the background of Canadian society. They, like their Indian brothers, have taken a back seat and have been relegated to a life of poverty on the periphery of Canadian society.

Despite their plight during the past 100 years, the idea and feeling of a Metis Nation is still alive. In the past decade, more than ever, the Metis, together with other Native People, are seeking the restoration of fundamental political, cultural and economic rights.

In Saskatchewan this struggle is led by the Association of Metis and Non-status Indians of Saskatchewan (AMNSIS), which is the political organization representing the 85,000 Metis and Non-status Indians. One avenue by which this struggle has manifested itself has been the creation of the Gabriel Dumont Institute of Native Studies and Applied Research in January, 1980. During the past years, it has become increasingly clear that the Canadian Government's policies of assimilating the Native culture into the culture of the New European settlers has been a failure. The result of this forced cultural change has been cultural destruction, poverty, isolation, degradation and massive social problems for our people. There is now a realization by our people and some of the Non-native society, that our development must be closely linked to our own culture and that only in this way can our people find their place in a larger society. Through the Gabriel Dumont Institute, we seek to achieve this cultural renewal and development.

The Gabriel Dumont Institute has two main objectives. The most important purpose of the Institute is to assist Native People to re-establish their historical and cultural roots through which they can develop a positive image of themselves as a people of competence and independence who can be proud of their culture and achievements. Secondly, the Institute seeks to improve relationships between Native and Non-native Peoples by fostering an understanding and appreciation of the role of Native culture in the Canadian mosaic.

BACKGROUND TO SUNTEP:

One of the first programs in the Gabriel Dumont Institute designed to meet the objectives outlined is the Saskatchewan Urban Native Teacher Education Program (SUNTEP). During the latter part of the 1970's, there was a growing realization of the rapid increase in the number of Native students who were enrolling in urban settings within the province. From this realization grew the idea of the need for qualified Native teachers who could respond to the challenges of the Native students in urban schools. (See Appendix A for statistics which emphasize the need for qualified Native teachers which can respond to the growing numbers of Native students in the urban schools.)

The Gabriel Dumont Institute was created in response to a growing belief that Native People themselves should have more control and involvement in the education of their own children.

In the past, there has been too wide a gap between the school and the environment in which the Native child was entering the school. To reverse this phenomena, the Gabriel Dumont Institute strongly believes more teachers should be people of Native ancestry. These Native teachers would be positive models from their own people which would enhance the self-worth of the young Native people.

Another major goal of the Gabriel Dumont Institute is to enhance cross-cultural understanding. The Institute is seeking to improve relationships between Native and Non-native Peoples by fostering an understanding and appreciation of the role of Native culture in the Canadian mosaic. A major avenue for achieving this goal is in the schools where Non-native children can broaden their knowledge and appreciation of Native people through contact with Native teachers.

STEPS LEADING TO THE BEGINNING OF SUNTEP:

As indicated, the idea for a program to train professional educators did not originate in 1980. In 1976, the Metis people had a conference in Saskatoon and passed a resolution stating a Metis college should be established. At that time, the college was incorporated; but, it didn't really exist because there weren't any finances for its operation. Shortly after this attempt, a few members of the AMNSIS membership proposed that a program be initiated to train Native paraprofessionals or teacher aides for Southern Saskatchewan. This proposal was worked out by a member of AMNSIS who was attending the University of Regina at

that time. The proposal had the endorsement of the AMNSIS Board, however, no one was able to promote it or get financial support from any government agency or from other sources to establish it. As a wider audience became aware of this proposal, it was subject to considerable informal criticism from those who knew or were involved in education matters for some time. A major criticism focused on the heart of the proposal; that is, the training of teacher aides rather than fully qualified teachers. By 1976 - 77, it was becoming increasingly evident that there was an ever growing number of programs across Canada in teacher education for Native people. Moreover, the majority of them were experiencing good success in their endeavours. A major question became the focus: "Why don't we train teachers also?" One of the major roadblocks preventing progress on this idea was one related to financial support.

Before January 1980, the Board of AMNSIS was unable to get any financial support for any professional training programs and thus there was only a flicker of hope generated for this project.

In 1979, a major shift took place in the attitude of the Provincial Government. Over the past two years, there has been a growing awareness of the increased migration of Native people to urban settings, and an increased pressure for both municipal and provincial governments to serve the needs of these people. A study was commissioned and was tabled on December 1978. It documented the poverty, welfare cycle, poor housing and unemployment, etc. It also projected that based on the present funds that by 2001 nearly one-half of the school population will be of

Native ancestry. These factors documented in the Svenson Report led the Provincial Government to focus on the issue of the Native Peoples in urban settings. To begin with, it established a Social Planning Secretariat to give further attention to these concerns. In 1979, it established the Policy Planning and Special Projects Division (PPSP) under the Department of Education and Continuing Education. Late in 1979, an intense dialogue between the Executive of the Association of Metis and Non-status Indians and senior staff of the Policy Planning and Special Projects Division took place. Out of these negotiations, the Gabriel Dumont Institute became a reality. The Provincial Government initially was prepared to fund the following activities: Teacher Education, a Library and Resource Centre and Research and Curriculum Development.

In April and May, senior staff were hired for the Gabriel Dumont Institute and they began to work on the mandate indicated. During April, May and June, the Director and Assistant Director of the Institute, along with representatives from Policy Planning and Special Projects Division of the Department of Education and Continuing Education, did the necessary work to put the program into operation. Senior representatives from the Policy Planning and Special Projects Division did the majority of the initial contacts with the urban school boards, professional teacher and trustee organizations and the Universities. Discussions focused on various principles such as objectives of the program, expectations of each party, governing structure and financial concerns and an agreement in principle was worked out with all these

parties by late April 1980. The staff of the Gabriel Dumont Institute followed up and worked out the necessary details. The staff and Board of the Gabriel Dumont Institute had a free hand in hiring the SUNTEP staff and in determining the major content and nature of the program. The Policy Planning and Special Projects Division was more concerned about the structural relationship of all the agencies involved and accountability for the monies allocated for the SUNTEP Program.

SUNTEP PROGRAM PRINCIPLES:

The program was designed in recognition that the students entering the program are representatives of a distinctive and unique cultural group in Western Canada, and that the students will be expected to acquire certain knowledge and develop teaching skills that are also unique in response to the growing Native student population in urban communities throughout the province. Based on these principles, the program includes the following components:

(i) Native Studies courses that will enable the students to better understand the full impact of Native history and culture on Canadian development, and to be prepared to assist learners to have an appreciation, respect and understanding of Native Indian, Metis and Inuit cultures and their contribution to the development of Canada.

(ii) Cross-cultural education courses which will prepare the teachers to work with children of different cultures, races and societies.

(iii) A strong emphasis on language training and development:

(a) to assist the student teacher to become an effective communicator and to overcome any personal language limitations;

(b) to develop skills which will allow the teacher to work effectively with those who have problems in second language learning and assist all students in learning to be effective communicators.

(iv) Strong emphasis on field-based activities during each year of the program of studies in which the Native teacher trainee will receive extensive classroom experience in schools with children of all racial backgrounds, but centering on those of high Native population. The majority of this work should be in urban centres where the program is offered, however, at least one session should be in other locations in the province.

(v) An orientation component which includes skill development upgrading in English and Mathematics.

(vi) Course offerings from Education Curriculum, Education Psychology and Education Foundations.

The SUNTEP Program is a four year B.Ed. Program. A student can exit after three years with a Standard 'A' Teaching Certificate. (See Appendix B for the Program Outline for the SUNTEP Program in Regina and for Saskatoon and Prince Albert.)

ORGANIZATION AND GOVERNANCE:

During the 1980 - 81 year, there were two SUNTEP Centres in operation--Regina and Saskatoon. In September 1980, 15 students enrolled at Regina and 12 students enrolled in Saskatoon. Another centre in Prince Albert will be accepting 15 students to being in September 1981. Each centre will be able to enroll 15 students each subsequent year to a maximum of 45 students at each centre. The Regina Centre is in the Gabriel Dumont Institute, and the Saskatoon Centre is in McLean Hall on the University of Saskatchewan campus. In addition to the Director of SUNTEP, each centre has a Co-ordinator, Student Counsellor and Resource Counsellor. (See Appendix C for their job descriptions.)

The SUNTEP Program is administered from the Gabriel Dumont Institute of Native Studies and Applied Research. The program is managed by and is under the direction of a SUNTEP Management Committee. The Management Committee is composed of the following ten members:

(a) four members of the Board of Directors of Dumont Institute;
(b) Director of the Dumont Institute;
(c) one representative from the University of Regina;
(d) one representative from the University of Saskatchewan;
(e) one representative from the Department of Education;
(f) one representative from the Saskatchewan Teachers Federation; and,
(g) one representative from the Saskatchewan School Trustees Association.

The SUNTEP Management Committee is responsible for the overall direction of the program through:

(A) Financial Management:

(i) approve operating budget of the program;

(ii) approve expenditure plan of SUNTEP; and,

(iii) review monthly financial statements of the Program and recommend changes, if necessary, to maintain strong financial control.

(B) Personnel Management:

(i) approve the salary, qualifications and job descriptions for all SUNTEP staff employed by Dumont Institute;

(ii) approve the appointment of the Director of SUNTEP; and,

(iii) ensure that a personnel manual is developed for all SUNTEP staff such that personnel rights are provided in a written personnel manual.

(C) Program Management:

(i) approve criteria for students selected into the Program;

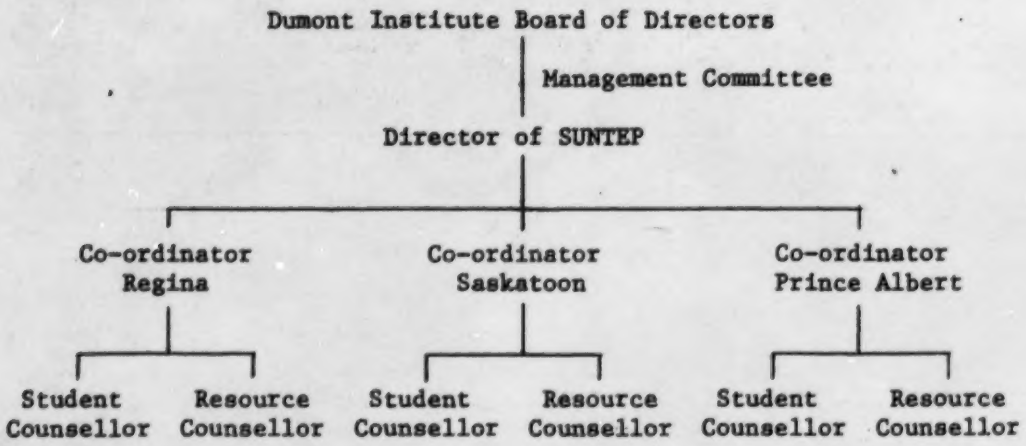
(ii) review monthly program reports;

(iii) ensure that annual program evaluation is undertaken;

(iv) provide Department of Education with recommendation; and,

(v) prior to submission to the University, approve all program modifications.

ORGANIZATION CHART:



CONTROL:

I believe the unique governing structure is a major strength in the program. It allows control by the Native people it is serving, but at the same time is structured in such a manner that it is a co-operative management enterprise involving the principal organizations concerned with teacher education within the Province.

To this point in time, this organization has been a truly co-operative effort. A major problem in many teacher education programs is the issue of sharing control between the Native people, the universities, the school systems and the government. There has been a tendency to leave the Native people out or give token representation, at best. I believe this organizational structure allows the Native people a large amount of control. Because of their representation, they can lead in all the decisions to do with finances, personnel and programs. The Institute has

been able to select all the personnel for SUNTEP and they are employed by the Gabriel Dumont Institute. The Institute manages the finances and has taken the leadership role in designing the program of studies.

There is no doubt the universities still hold a large component of control. They are able to have academic control in that they have final say on staffing of classes, content of the classes, and ultimately what the program of studies for teacher certification will be. Some of this control is diffused in that the SUNTEP staff are hired as sessional lecturers to teach certain academic and professional classes; are the ones involved in planning and supervising the field experiences; and, are assigned as a tutor or assistant to each professor teaching a credit class. As a result of the latter co-operative effort, the staff has considerable input into the content and process of offering each class. Also, this is the fourth Native Teacher Education Program in the Province and as a result there is a small but strong 'cadre' of university personnel who are very supportive of Native people determining their own destiny.

It is my opinion that the school districts involved, the professional teacher and trustee organizations have been supportive of the SUNTEP Program. I believe the major reasons for this are as follows:

(i) The majority of the personnel on the Management Board have had some previous experience with other Native Teacher Education programs in Western Canada. They see that others have been successful and have a strong commitment to making this one work well.

(ii) The strong commitment by the Non-native membership of the Board, coupled with the role and status in the organizations they represent, has greatly influenced the school districts to going a long way in being a willing and helpful partner in the enterprise.

(iii) The senior staff of SUNTEP have had a previous positive professional relationship with the two main school districts and because of their acceptance of their professionalism and their personal connections, they have been able to be a strong advocate for the program and have played a significant role in its acceptance by school personnel.

(iv) The school districts have been faced with an increasing Native population and are seeking help and assistance with dealing with these students wherever they can. Further, they can not get enough qualified Native personnel to fill the potential positions available.

STUDENT ACCESS:

The initial recruitment and selection of the students to begin the SUNTEP Program in September 1980, in Regina and Saskatoon took place in July and August. The recruitment and selection of students to begin in September 1981, in Saskatoon, Prince Albert and Regina will be completed by June 30, 1981.

The SUNTEP recruitment and selection procedures are as follows:

STEP 1: Completion of the application form with all transcripts, references and the one-page handwritten letter by the applicant.

STEP 2: Interviews will be conducted with all applicants in each of the areas. The interviews will be conducted by an interview board which includes SUNTEP staff and members of the Area Education Committee. This interview board will then priorize the candidates in a short list. The guidelines used to screen the applicants will include:

(i) a firm commitment to the program and a strong desire to work to become an effective teacher;

(ii) a desire to work with children and adults in educational settings;

(iii) ability and willingness to work in a teacher training program 9:00 a.m. to 4:00 p.m. throughout a five day week and continue the program to its completion;

(iv) experience working with Native children or previous involvement in education (i.e., school board, education committee, parent-teacher groups, adult education instructor);

(v) the minimum of a completed grade 10; and,

(vi) interest in learning about Native culture and serving Native and Non-native Peoples.

STEP 3: The records of the interview and the priorized short-lists will be studied and successful applicants will

then be screened by a selection committee made up of no more than five people. This selection committee will consist of the following:

(i) two members of the SUNTEP staff;

(ii) senior SUNTEP student;

(iii) a representative of the SUNTEP Management Committee who is on the Dumont Board; and,

(iv) a representative of the university.

The same quidelines will be used as in STEP 2, however, the criteria for selection will be the university entrance requirements.

The province is broken into eleven administrative areas by AMNSIS. Each area has an educational committee. In the second step of the selection procedure, the membership of the particular area, who can easily be the majority on the interview board, has a large say in whom the candidates from their area might be. In STEP 3, the criteria for selection is the regular university entrance requirements which are as follows:

- Regular university entrance requirements, Grade 12 academic with a 65% average;
- been out of school one full year and have Grade 12 academic with a 60% average; and,
- adult admission requirements. Applicants who will have reached their 20th birthday by the start of the initial session.

In the initial intake, approximately 60% of the students entered through the mature admission route.

The recruitment and selection process has some good features and at least one inherent problem. A good feature is the involvement and decision power of the area committees of Native people. STEP 2 allows the area committee members a strong voice in who they believe are the best candidates. STEP 3 will allow at least three Native people on the selection committee. (Four of the seven staff members presently are Native, including the Director and one Co-ordinator.) Another strength is that it is possible that in STEP 2, an excellent candidate may be given a low priority because of poor political connections, family background, etc. If the SUNTEP staff so choose, they could bypass this priorization by interviewing the individual in the third step.

An inherent problem lies in the beginning of STEP 3 in that there are eleven AMNSIS areas. The question is: Do you screen successful applicants on a quota per area or a criteria of best candidate regardless of his/her area. At this time, we are leaning strongly to the latter alternative but are aware this may be a touchy issue.

NOTE: At this time, one university is not interested in being on the selection committee; the other university is strongly insistent on being involved in the process in STEP 3.

STANDARDS:

The issue of 'standards' is always a perennial issue faced by alternative programs and especially Native teacher education programs. It surely is for our new program SUNTEP.

I wish to comment on this issue in relation to SUNTEP and in general. First of all, the SUNTEP students meet the same entrance criteria as any other student and must meet the same performance level as any other student enrolled in the class. This is not to say this cannot be abused, however, I strongly believe that it is limited if not non-existent at present. The Dumont Board, SUNTEP Management Board and SUNTEP staff are strongly committed to a quality program and will not tolerate a "second rate" program or a dual standard. The majority of the people mentioned strongly they believe that the paternalism and low expectations are but an extension part of the whole process of colonialism.

Secondly, we are fortunate to be the fourth Native teacher education program to be established in the province and are reaping a number of rewards from our predecessors. Many people involved in Native teacher education have always stated, "judge us on our output or product not our inputs...judge us on the ability of the graduates to do their job". Fortunately for all, the record of the Native graduates in the province has been an excellent one and far beyond the expectations of most people, even some of the 'believers'.

Upon some considerable reflection, I sincerely believe that the majority of the present Native teacher education programs in the Province have an equal, if not better, training program to that of the regular offering. There are a number of factors which lead me to this conclusion:

(i) the programs most often have a dedicated and a committed staff who work closely with students with a low pupil-teacher ratio;

(ii) the students are recipients of tutorial assistance and are always under the scrutiny of staff members. This is especially important during the field component of the program;

(iii) the uniqueness and nature of the programs often draws young, innovative and flexible scholars for the academic and professional offerings;

(iv) the programs often have a high field component. In SUNTEP, the students spend from 8 - 9 weeks in each of the first two years of the program in a real-work situation. The regular program has only 5 weeks altogether in the first two years;

(v) the SUNTEP Program has a large component of Native Studies and Cross-Cultural education. These classes alone make a large difference when the graduates are to be serving clientele of Native ancestry or members of other ethnic groups; and,

(vi) there is a strong camaraderie and bond which develops amongst the students who work together. This is coupled with a strong sense of 'Nativeness". This allows a strong for one another in their various challenges. I cannot overestimate the value of this aspect. I only hope that some of this 'togetherness' and concern for the follow colleague can be carried forward to the work-place.

In my discussions with other senior education administration, they would be more than pleased to have a member of the 'advantages' or 'situations' just mentioned; however, the nature of the bureaucracy, financial limitations and sheer numbers seem to prevent this.

My final comment is that if the ultimate standard is the Native graduate's ability to serve as an educator and model for Native people, the graduates of the Native teacher education programs win "hands down" over graduates of regular programs. It is no contest. I ask, is this not the major objective of these programs? If you consider this objective, it leads me to hypothesize that our standards are higher than a number of the regular programs.

In conclusion, I am not saying SUNTEP has achieved the standards I have spoken about, however, we have set our standards high and at this point in time have achieved a greater maturity than most other programs in the short period of our operation. For this we give thanks to our predecessors in the field. We are reaping some of your dividends with compound interest. Maybe the high prices many of you paid in past years were worth it after all!

ACCEPTANCE:

Our program has been in operation for only 7 - 8 months to this date. Because of the short history, it is difficult to make many conclusive, or even objective, statements on the issue of acceptance. Based on informal feedback and the

observations of the SUNTEP staff, here is the general outlook to date:

Students: The overwhelming majority of the student body are of strong acceptance of the program, staff and its operation. It is no great surprise that there would be this acceptance when one realizes that for most of the group an opportunity like this program is the first real opportunity they may have had to further their education. (The bursary no doubt plays a significant role here. See Appendix D for an outline of the bursary.) But more than this, the student body has developed a sense of maturity and are developing a sense of "Nativeness" and commitment to be a service to Native people.

AMNSIS Membership: It would be fair to say that still a good number of the people still do not know a great deal about SUNTEP. Most, however, are aware of the Gabriel Dumont Institute. In general, most people are very supportive; however, many of the people in the rural areas and other centres want other forms of training and other education programs. If this is not forthcoming in the near future, SUNTEP may lose some of the support it has now.

Professional Teacher and Trustee Organizations: (Saskatchewan Teachers Federation and Saskatchewan School Trustees Association) Both these groups have given strong endorsement to the program, and individuals who are in leadership roles in the Saskatchewan Teachers Federation have played a significant role in our successes to this point.

Universities: The administrations of both universities and their Colleges of Education have been strongly supportive of the program. Among the teaching staff of each university, there is a small cadre of people committed to serving the students and making the program work. Many of these professors have had experience teaching in other Native teacher education programs. However, the majority of the teaching staff are either indifferent, or at best, skeptical of the Program. I wish to note that there is a much stronger acceptance by the professional colleges on Campus in contrast to the academic colleges.

Public Schools: At present we deal with four urban school districts. The reaction and acceptance is mixed at the senior administration level. At the teacher level, we have small pockets of support and strong acceptance. We are carefully cultivating these pockets of support and are hoping to open new fields in the coming year.

Most teachers are really not aware of the Native people and do not understand very much about their problems, culture, aspirations and lastly their programs. Generally, they cannot understand why an alternative program is necessary. Some resent the financial support students are receiving and believe the program must be "watered down" or "mickey mouse". Why else would they want an alternative program? How else could Native people get a degree? I suppose most teachers are just indifferent.

Provincial Government: There is no doubt the leadership in the Department of Education has a very strong commitment to improving the life of the Native people and have played the leading role behind the scenes to mobilize financial and political support for the program. In part, the SUNTEP Program was their idea. This year the major influx of "new" money for Native people has come for the Institute and the SUNTEP Program, and as a result the Department of Education has a considerable stake in this Program. To conclude, without their support, the Program would not be in existence today.

Appendix 'A'

(i) There are from 2000 - 4000 Native students in schools in both Regina and Saskatoon; and over 1,000 Native students in Prince Albert.

(ii) 30% of the Native students in Regina and Saskatoon are two to three years behind the proper age grade level.

(iii) 75% of Native students drop out before entering high school.

(iv) Only a very few Native students graduate from urban high schools. (Three graduated from Regina high schools in 1978-79)

(v) 50% of the Native people in the province are 15 years old or younger.

(vi) It is estimated that 45.7% of the school age population of this province in 2001, will be of Native ancestry.

(vii) Only a few Native people are employed as teachers in urban settings. (During 1979 - 80 academic year, the two Saskatoon school systems had 5 or 6 Native people employed as professional teachers; half of these served in a consultative role.)

SUNTEP PROGRAM - UNIVERSITY OF REGINA

INTRODUCTORY		
Academic	34 Hours	Hr.
1.	English 100	4
2.	Introductory Science	4
3.	Native Studies 100	6
4.	P.Ed. 152	4
5.	One class from: a) History b) Geography c) Sociology d) Anthropology	4
6.	One Fine Arts	4
7.	Native Studies, Approved Social Science Elective or Cree 100	4
8.	Math 101	4

TEACHING SPECIALIZATION 1 15 hrs. 15 Hours - Language Arts, Reading		Hr.
1.	EDRDG 228	3
2.	EDLNG 318	4
3.	TESL	4
4.	Lib 216 or one of Drama 100, Drama 200, Eng 200, Eng 250, EDRDG 352, or approved Eng, EDLNG, or EDRDG	4

TEACHING SPECIALIZATION II		
16 Hours		Hr.
1.	EDCCU 228	3
2.	EDCCU 328	4
3.	Approved Native Studies Electives	9

INTRODUCTORY		
Professional	29 Hours	Hr.
	EDGEN 116	4
	EDGEN 126	4
	EDGEN 226	3
	EDRDG 218	2
	EDLNG 218	2
	EDSST 218	2
	EDSCI 218	2
	EDMTH 218	2
	EDHPE 218	2
	EDART 218	2
	EDMUS 218	2
	EDCCU 218	2
	PRE-INTERNSHIP 16 hours	
	INTERNSHIP 16 hours	
	EDFLD 313	
	EDFLD 323	

TEACHER SPECIALIZATION II	
11 Hours	Hr.
1.	
2.	
3.	

SENIOR PROFESSIONAL		
16 Hours		Hr.
1.	EDUCATIONAL FOUNDATIONS	4
2.	EDPSYCH 206	4
3.	EDPSYCH 220	4
4.	EDPSYCH 223	4

Minimum required for Certification 128 hrs.
Non-Education classes 44
Senior Non-Education 8

SUNTEP PROGRAM

UNIVERSITY OF SASKATCHEWAN

EDUCATION CLASSES:

ED STUDIES 100
ED STUDIES 200 (non-credit class)
ED CUR 210 A/B
ED CUR 240 A/B
ED CUR 271 A/B
ED CUR 220 A/B
ED CUR 280 A/B
ED CUR 250 A/B
ED PSYCH 211 A/B
ED PSYCH 214 A/B
ED FDT 200A/B
ED ADM 321 A/B
ED IND 257 A/B
ED IND (TEACHING NATIVE STUDIES) A/B
One class are "Language Teaching"
One open elective
Field Experience (2 class credits)

ACADEMIC CLASSES:

- English 100
- Natural Science
- Two Native Studies Classes
- One History, Social Science (other than Native Studies) or Fine Arts Class

----------Certification Level----------

Two Open Senior Academic or Education Electives

Three Academic Electives (2 must be Senior Classes, and one in each of the two areas of concentration.)

Appendix 'C'

Director, Saskatchewan Urban Native Teacher Education Program

Qualifications

Candidates should have completed their studies toward and have received a M.Ed. The successful candidate should have specialized in or have demonstrated their ability to successfully carry out related administrative, supervisory, public relations and liaison duties. A minimum of three years teaching experience is desired. The position requires a good knowledge of Indian and Metis culture and an ability to relate to and work with native students. Also, it is desirable for candidates to speak or have familiarity with the main native language spoken in the area.

Duties and Responsibilities

The Director will be responsible for the planning, direction and supervision of the overall Teacher Education Program. Specifice duties will include:

- working with the two universities to establish the curriculum and standards for the program.
- developing the standards and criteria for the selection of students entering the program
- participating in the selection of students
- arranging for practice teaching assignements with the urban school boards
- participating in the assessment of student performance
- directing and supervising the activities of other program staff
- working with other Dumont staff in the development of appropriate resource materials, in developing the resource centre, and in the use of the research capacity
- performing such other duties and responsibilities as are relevant to the Director's role.

Co-ordinator, Teacher Education

Qualifications

Candidates should, as a minimum, hold a B. Ed. and have at least 5 years of experience. This experience should include teaching, and some relevant supervisory and administrative experience. Preference will be given to native candidates who speak a native language of the area.

Duties and Responsibilities

The Co-ordinator will be responsible for the supervision and direction of the student teacher program in one of the urban areas where a training centre will be established. Specific duties will include:

- partifipation in the recruitment and selection of students
- assist students in planning their course of studies
- arranging with local schools, student field placements
- developing with classroom teachers, goals and objectives for each student's experience, and developing an outline for classroom training
- holding regular monthly workshops with students to discuss their academic and field experience, to assist students to make more effective use of their opportunities, to identify general problems with the program and to plan modifications or additions to the program
- to hold regular workshops with classroom teachers to discuss general problems of the program and to plan changes and/or additions to classroom experience
- to liaise with the local school boards to secure their co-operation and authority to use local classrooms for teacher training
- to assist in the development and implementation of orientation and remedial programs for the native students
- to be responsible for the administration of the program facilities, resources, etc.
- to assist in securing resource personnel for instruction in the academic program
- to carry out such other duties and responsibilities as are agreed

Resource Co-ordinator

Qualifications

Minimum qualifications are completion of a library technician course or other suitable training. Preference will be given to candidates who have completed their studies toward a degree in library sciences. Successful candidates should have several years experience in a library or resource centre and should have demonstrated their skills in identifying, using and co-ordinating available native resource material for educational purposes. They should also have experience as library assistants. A good knowledge of the history and culture of the native people of this area is desirable. Preference will be given to candidates of native ancestry.

Duties and Responsibilities

General duties will include working as a library assistant and/or as the resource co-ordinator of one of the satellite centres, as well as assisting students, Institute personnel and others in the location and use of available native resource materials. Specific duties will include:

- assisting in establishing a suitable cataloguing system
- using the library cataloguing system and other systems to which the library will have access to locate and obtain needed resources
- working with students, staff and others in identifying, selecting and using resource materials relating to specific topics of study or interest
- if required, operating a satellite library resource centre
- assisting in the development of the index and finding aides
- assisting users to utilize these aides to find materials
- advising the librarian in the type of materials which are in demand
- returning resource materials to library storage, and assisting in the general care and maintenance of material
- participating in orientation and training sessions on the organization and use of the library resource centre
- carrying out such other duties and responsibilities as are agreed upon.

Education Counsellor

Qualifications

Minimum qualifications are a Bachelors degree in Education, Psychology, Sociology or Social Services with specific training in counselling. Candidates should have a minimum of 5 years experience in education and/or the provision of counselling services. At least two years of that experience should have involved the provision of counselling services to native people in some related capacity. Successful candidates must possess a good knowledge of native history and culture and of the special social problems experienced by the circumstances of native people in both rural and urban areas of Saskatchewan. Preference will be given to candidates who are native and who speak a native language of the area.

Duties and Responsibilities

The counsellor will generally be responsible to assist students with educational and personal social adjustment problems. Specific duties will include:

- assisting in thr recruitment and selection of students by gathering personal background information and conducting personal selection interview with prospective teacher training candidates
- planning with and assisting students in the selection to their course of studies and field practice placements
- assisting students to identify their remedial training needs and planning for the provision of such training
- carrying out remedial teaching or other teaching assignments when appropriate
- planning and implementing suitable orientation programs
- providing counselling and support, and information to teachers in field practice placements regarding the background of students, student strenghts and weaknesses and student needs
- developing and conducting regular group socialization and group counselling programs for students

Education Counsellor cont'd

- counselling students with personal adjustment problems
- counselling students in adjustment problems relating to their academic and field practice program
- provide such other support and counselling to students as may be desirable
- carrying out such other duties and responsibilities as are agreed upon

A ppendix D

PROVINCIALLY-AUTHORIZED GUIDELINES

FOR THE

SASKATCHEWAN URBAN NATIVE TEACHER TRAINING PROGRAM (SUNTEP)

BURSARY PLAN

1. Objectives:

T he purpose of this program is to assist people of Indian and Metis ancestry in continuing their education in a teacher training program.

2. Eligibility:

An applicant must:

(a) be of Indian ancestry;

(b) be enrolled in the Saskatchewan Urban Native Teacher Training Program.

3. Definitions:

(a) SUNTEP Management Committee - responsible for the management of the SUNTEP Program. The Management Committee will be composed of the following members:

(i) four members of the Board of Directors of Dumont Institute
(ii) Director of Dumont Institute
(iii) one representative from the University of Regina
(iv) one representative from the University of Saskatchewan
(v) one representative from the Saskatchewan Teachers' Federation
(vi) one representative from the School Trustees Association
(vii) one representative from the Department of Education

(b) dependent - the child or spouse of the student, residing with the student and dependent upon the student for support.

(c) income - includes income from all sources excluding Saskatchewan Family Income Plan or Canada Family Allowance.

4. Bursary Program:

Students enrolled in the Saskatchewan Urban Native Teacher Training Program shall be eligible for a bursary subject to the terms, conditions, and procedures outlined below:

4.1 Application Procedure

The student shall complete the SUNTEP BURSARY APPLICATION FORM (Appendix A) prior to commencement of the course of studies.

(i) The SUNTEP Director shall certify the Bursary application and forward, prior to September 1st, the applications to the Minister of Education and Continuing Education for approval and processing.

4.2 Books

Each student shall receive $40 per class per year for the purchase of textbooks.

4.3 Transportation

Each student shall receive $20 per month as a transportation subsidy.

4.4 School Supplies

Each student shall receive $50 per academic year to assist in the purchase of school supplies.

4.5 Student Training Allowances

Subject to the provision of section 3.5 (i) and (ii) Student Training Allowances shall be provided at the following rates:

Student with no dependents	$355/month
first dependent	110/month(465)
second dependent	100/month(565)
third dependent	80/month(645)
fourth, etc. dependent	70/month(715, etc.)

(i) In cases where the student's spouse's income is in excess of $18,000 gross per annum the Student Training Allowance shall be reduced according to the following schedule:

Income	Training Allowance Reductions
$18,000 - $19,999	15%
20,000 - 21,999	20%
22,000 - 23,999	25%
24,000 - 25,999	30%
26,000 - 27,999	40%
28,000 - 29,999	50%
30,000 - above	60%

(ii) In addition to the Student Training Allowances above, each student shall receive a special Metis and Non-Status Indian cultural allowance of $85 per month.

(iii) Student Training Allowances shall be paid on the 1st and 15th of each month of the academic year.

(iv) Students whose financial status changes following submission of their application must advise the SUNTEP Director within 14 days and their assistance may be adjusted accordingly. This applies to any increase in resources including receipt of scholarships, bursaries, grants, or extra funds from spouse's employment.

4.6 Start-up Allowance

Each student shall be provided a start-up allowance in the amount of half the student's monthly Training Allowance to assist in the purchase of clothing, materials and supplies.

5. Special Shelter Allowance:

Students with dependents shall be eligible for a Special Shelter Allowance for rental of accommodation where rental costs exceed 35% of the students and spouse's gross income subject to the following:

(i) The Special Shelter Allowance shall be equal to the difference between the actual cost of the accommodation and 35% of the total incomes of the student and his/her spouse, up to a maximum of $150 per month.

(ii) No subsidy shall be provided to students who own their own accommodation in the city where the training is taking place.

(iii) Students with dependents shall make application for low rental housing.

(iv) In the event that the rental status of a student changes after the initial award is made the student shall notify the SUNTEP Director immediately in order that the necessary adjustments in the Special Shelter Allowance rate may be made.

6. Appeals Procedure:

Where a student has received an award based on this bursary program and feels that the award was unfairly made or that circumstances have changed since the award was made, the student shall be able to appeal his/her case to the SUNTEP management Committee subject to the following:

(i) Appeals shall be directed in writing to the SUNTEP Director who shall present them to the SUNTEP Management Committee.

(ii) The SUNTEP Management Committee shall review the appeal and forward a recommendation to the Minister of Education and Continuing Education.

(iii) Any adjustments made to the student's bursary award shall be made on the first pay period following settlem ent of the appeal and shall include adjustments effective the date the appeal was made.